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To curtail the number of school dropouts the program has been developed to provide for student needs from the pre-school level through high school. In the pre-school program, the curriculum is structured to provide increased educational motivation and language development depending upon the specific needs of the child. In the elementary program, special emphasis is on reading motivation and the growth of self-awareness. Counseling is available for the expansion of a child's learning program.

The Cadet Training Program has been incorporated into the junior high curriculum. Its main purpose is to provide potential dropouts with a work-study program suited to their immediate needs. Local businesses and industries are used as training environments, and a School-to-Employment Program of learning is arranged by the school coordinator. A student spends part of the day at school (following an individual course of study related to the occupational field he has selected) and part of it on the job.

In addition to motivating the student to continue to work for a high school diploma, the Cadet Training Program is designed to develop understanding and appreciation of the social and economic values of production, distribution, and consumption of goods. The cadet learner is able to discover his own interests, aptitudes, and abilities; he also gains experience in understanding occupational opportunities and in applying for positions.

Later, the student may wish to enter the Internship Training Program, the Certificate-Night School Program, or the Apprenticeship Training Program, all of which lead to a high school diploma.

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CITY SCHOOL DISTRICT
MADISON AREA PROJECT
Syracuse, New York

Overview

of

The World-of-Work Training Program

and

An Explanation

of

The Cadet Training Program

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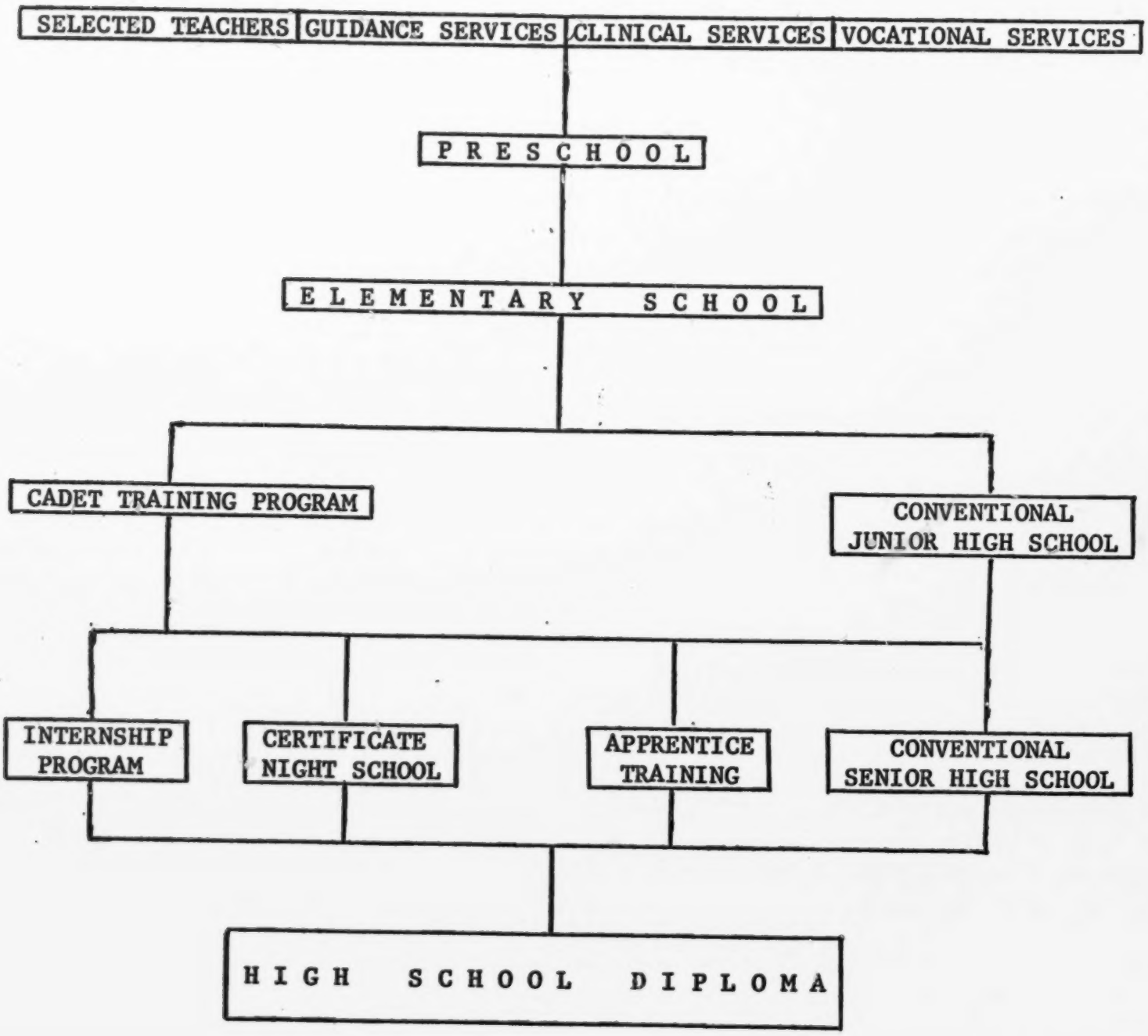
MADISON AREA PROJECT
WORLD-OF-WORK TRAINING PROGRAM

ORGANIZATIONAL OUTLINE



Overview Of The World-Of-Work Training Program

The drop-out: A symptom of deeper causes which have their roots in the early experiences and prevent the fullest development of the child.

Therefore:

The Preschool Program

The program of the school will be to provide structured experiences for both the child and the parent.

The child: To develop experiential background for motivating learning.

The parent: To develop an awareness for the continuance of learning.

The curriculum will be structured, depending on the needs of the child involved. A broad scope of meaningful activities associated with future programs will be introduced to the child. As the atmosphere of definite life objectives is developed, individual counseling will guide the child's progress. Building educational motivation and language development are prime considerations at this time.

Continued help will be available to the parents by home visits, parent conferences, psychological services as a means to build motivated structure by the parents to the child for a more effective readiness to succeed in a school environment.

The Elementary Program

The school will provide individual and group guidance to increase self-awareness and foster motivation of the child's development. A controlled curriculum offering individual attention to building experiences by field trips, greater explorations into potential areas of occupational selections, and becoming familiar with the needs of the community will be emphasized.

Remedial help will be available through specialists and tutoring services with special emphasis on reading motivation and self-awareness. Continued counseling will dictate expansion of child's learning program.

The Cadet Training Program
(School-to-Employment Program)

At the junior high school level, the student will have an opportunity to explore an occupational field of work as an orientation into the World-of-Work Training Program. Various tests to decide the individual's interests and aptitudes will be given. Upon the basis of these tests and the services of counseling, psychological interviews and acceptance by an employer, the student will commence a work-study program. This program will develop specific saleable skills and provide individual instruction relating to his occupational pursuit by general exposure to a changing world of work.

The Internship Training Program

As a result of the Cadet Training Program, the student now has two avenues to pursue his high school diploma. He may use his job-training experience to elect a conventional academic course of study leading to a more comprehensive, technical trade or occupation, or continue in the World-of-Work Training Program at the next level, namely, the Internship Training Program.

The purpose of the Internship Training Program is to give the student continued work experience correlated with a school curriculum directed to specific occupational pursuits. This type of school instruction will contain more technical information the student will need to become a more efficient, more competent employee upon graduation.

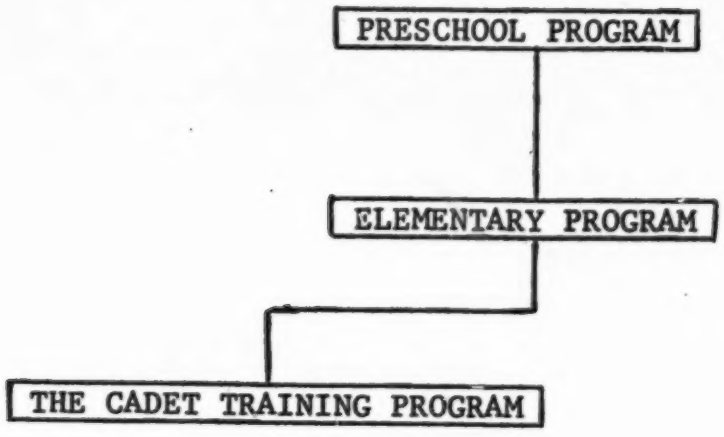
The Certificate - Night School Program

At the time the student completes the Cadet Training Program, he may wish to be dropped from school program to become employed on a full-time basis. Therefore, he will be given an appropriate certificate of completion. At the same time, counseling services will assist the student to enroll in a night school program leading to an equivalency diploma.

The Apprenticeship Training Program

Again, at the age of 16, the student who wishes to drop from school to become a full-time employee may complete an equivalency diploma in the Apprenticeship Training Program. The student will be indentured by a local organization into its union affiliate. The students program will consist of on-the-job training experiences and night school participation for related instruction terminating his apprenticeship with a journeyman's papers and a high school diploma.

THE CADET TRAINING PROGRAM: OUR PRESENT MAJOR FOCUS



The Cadet Training Program: Our Present Major Focus

The Cadet Training Program has been incorporated within the structure of the junior high school curriculum. Its main purpose is to provide students who have been identified as potential drop-outs a work study program more suited to their immediate needs. It is hoped that this individual study program will motivate the potential drop-out to continue in an oblique program leading to a high school diploma.

The school is responsible to select students based on preliminary tests to fit the student into a program of work which the student has both the interest and aptitudes for completing.

Local business and industry is used as the student's training environment. A step program of learning is arranged by the school coordinator to fit each student within an occupational field. The training center cooperates by assigning personnel to supervise, demonstrate, instruct, and evaluate the student on the job. The establishments furnish part-time employment and training to students during school hours. Through this employment, the students learn the manipulative part of their jobs under actual working conditions.

The student's day is spent partly in school and partly on the job. At the school each student pursues an individual course of study directly related to the occupational field he has selected. It is through specific content of this type of curriculum the student is able to become an efficient, more productive worker with understandings about his job, materials, and human relationships that foster the better type of employee. For this he will receive school credit leading toward graduation.

Objectives Of The Cadet Training Program

- To provide directed supervised systematic work experience in on-the-job training.

Objectives OF The Cadet Training Program, cont'd.

- To provide the student gradually with a basic understanding of the changing world-of-work.
- To raise the educational level and the occupational efficiency of skilled workers and technicians in the business and industrial work establishments of our community.
- To provide instruction of a preparatory type in the basic manipulative skills, safety, judgment, technical knowledge and related industrial information for the purpose of preparing junior high school students for useful employment.
- To provide experiences designed to increase the student's efficiency in expressing ideas accurately and convincingly both by writing and speaking.
- To develop among future employees proper attitudes toward good health and safety.
- To develop the type of leadership that recognizes and appreciates the contributions that each individual makes to the success of the group.
- To develop in future workers a proper set of values and a sincere appreciation of the importance of a person's life work.
- To develop among the junior high school students the willingness to accept counsel and guidance from those more experienced in the world of work.
- To assist in discovering the aptitudes, interests, and abilities of students and aiding them in making intelligent occupational selections.
- To develop in the students an understanding and appreciation of the social and economic values of the production, distributing and consumption of goods.
- To develop habits of neatness, organization, planning and creative thinking in the students to be employed.
- To develop an understanding of the value of cooperative living.
- To develop within one's self a realization of the values required in the world of work.
- To motivate the student for continuance toward a high school diploma.
- To curtail the present drop-out rate.

Experiences Of The Cadet Student Learner

Discovering One's Self:

Interests
Aptitudes
Abilities

Experiences Of The Cadet Student Learner, cont'd.

Understanding Occupational Opportunities:

- Semi-skilled
- Skilled
- Technical
- Formal Preparation

Applying For Occupational Positions:

- Making Out Applications
- Interviewing For Positions

Training On The Job:

- Directed Learning Experiences
- Supervision Of Work By Assigned Personnel
- Individual Counseling
- Group Counseling
- Development Of Specific Skills

Training In The School:

- Individual Study Curriculum
- Work Related Subject Material
- Developing Work Attitudes
- Raise The Individual Educational Level

Advantages Of The Cadet Training Program

The Cadet Training Program provides many advantages for the school system of the community, for the business and industrial establishments of a community, and most of all, for the youth of the community. Some of the advantages are to provide:

For The School:

An opportunity for the school and the community to work cooperatively on an enterprise profitable to everyone participating.

Inexpensive vocational education, since costly equipped shops and laboratories in the community become work stations for the students.

A means of keeping the school abreast of occupational trends.

A direct opportunity for the school to meet the community's needs for trained workers.

A proper environment to develop wholesome work habits.

Holding power which encourages students to remain in school until graduation.

Advantages Of The Cadet Training Program, cont'd.

For The School (cont'd.):

Information and assistance from the guidance program of the school.

For The Student Learner:

An opportunity for the student to work in the occupational field of his choice.

An opportunity for the student to explore his individual aptitudes and interests.

An opportunity for the student to earn money while attending school and at the same time earn credits toward a high school diploma.

Occupational experiences for the student enabling him to develop skill in job performances.

An opportunity for the student to study working conditions in the business world and make adjustments while under school supervision.

An opportunity for the student, school and the community to work together.

For The Local Business and Industry:

An opportunity for employers to develop and train selected new employees in their own way, under their immediate supervision.

Potential apprentices in the apprenticeable trades.

Potential technicians for the various service and technical occupations.

A well-organized and more extensive program of training than the average employer could provide.

Related instructions directly related to the occupation in which the student is working. Related instruction of a general nature designed to foster employee-employer relations. This instruction is provided by the school.

An inexpensive training period.

A qualified coordinator to assist the employer with training problems.

The Employer's Role

The employer's major responsibility in any work-study training course is to employ one or more students who are or will be enrolled in the course. He must recognize the fact that he is participating in a community endeavor to prepare young people for occupational life and adult citizenship. He should not look upon this training course as a means of getting young workers to satisfy any immediate production or service need within his own organization.

These work-study training courses are intended for other than routine, operative jobs which require only a short training period. The employer provides training on the job for the young trainees in a complete trade or occupation, so that upon completion of the training course the students are competent workers.

As with any other employee, the employer is responsible for making adequate provision for the safety, health, and well-being of the student while on the job.

In return for his participation in the program, the employer will derive certain benefits. Potential full-time employees will be trained under his own supervision and in accordance with his own methods and practices. An opportunity is available for early discovery of suitable personnel who, after training and experience and acquaintance with the organization, will be valuable potential candidates for supervisory and managerial positions. Through the instruction provided by the school, desirable personality traits will be developed.

A more extensive and thorough training program is provided than the employer could give without the cooperation of the school, for in addition to the in-school instruction the school contributes supervision and coordination in developing satisfactory full-time workers and responsible, informed citizens. Trainees are likely to remain with the organization upon completion of their course, to the benefit of both trainee and employer, if the opportunity is available.

Young people who might otherwise leave the local community and seek employment elsewhere are encouraged to remain and build their careers at home.

Alert and ambitious students find the work-study training courses a challenge, in that they are expected to assume responsibility for fitting into a business or industrial organization, and for acquiring information about their chosen occupation.

THE WORLD-OF-WORK TRAINING PROGRAM: Developmental Structure

PRESCHOOL - 6

CROTON
WASHINGTON-IRVING SCHOOLS

PURPOSE: Develop experiential background to motivate learning.

7th GRADE

CADET TRAINING PROGRAM
OCCUPATIONAL ORIENTATION
MADISON JUNIOR HIGH SCHOOL
(1-Year Program

PURPOSE: Introduction to potential occupational pursuits.

8 - 9th GRADES

CADET TRAINING PROGRAM (STEP PROGRAM)
MADISON JUNIOR HIGH SCHOOL
(2-Year Program)

PURPOSE: To participate in on-the-job training under careful supervision with related and classroom instruction.

10 - 11 - 12th GRADES

INTERNSHIP PROGRAM
CENTRAL HIGH SCHOOL

PURPOSE: Broaden experiential background with related classroom instruction to permit easy absorption into full-time community employment or higher educational institutions.

H I G H S C H O O L G R A D U A T I O N